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ABSTRACT

An institute designed to prepare 25 public librarians (from Alaska, Idaho, Montana, Oregon, and Washington) for roles as change agents was held in the state of Washington in February 1975. The institute was organized around experiential exercises designed to teach librarians to observe and diagnose communication situations and to use various communications tactics. Participants also learned about communication and change processes from the behavioral sciences, and were exposed to the general topics of perception, language, meaning, development of understanding, conflict resolution, consensus achievement, communications relationships, implementing change, and planning for change in public libraries. Finally, the participants were given tools for teaching what they had learned when they returned to their communities. Outside evaluators prepared two narrative evaluations of the institute, and quantitative evaluations were made at the midpoint and end of the institute by administering questionnaires to participants. All were generally favorable. Appendixes contain institute documents, letters, and brochures, as well as a biographic information about the participants. (LS)

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NARRATIVE EVALUATION REPORT ON THE INSTITUTE FOR ADVANCED STUDY FOR LIBRARIANS

IR

SUBJECT: "THE INFORMATION NEEDS OF URBAN RESIDENTS: A STRATEGY FOR PUBLIC LIBRARY CHANGE"

Conducted by the School of Librarianship
University of Washington

AT: University of Washington
Continuing Education Center
Lake Wilderness, Maple Valley
Washington 98038

DATES: February 9 - 14, 1975

SUBMITTED BY: Irving Lieberman, Director
Telephone: (206) 543-1794

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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BACKGROUND

An Institute conducted by the School of Librarianship, University of Washington, was held at the Lake Wilderness Continuing Education Center, Maple Valley, Washington, from February 9-14, 1975. There were 25 participants in the Institute. Participants were public librarians from the Northwest region (Alaska, Idaho, Montana, Oregon, and Washington).

The Institute was designed to upgrade experienced public librarians and prepare them for roles as change agents for the public libraries of tomorrow. The overall goals were:

1. to establish an awareness that public library change is mandatory:
2. to understand the orientation of public library users and non-users;
3. to encourage participants to utilize, on local and regional levels, the idea of a multiplier effect to develop and implement techniques, programs, and services, similar to those initiated in the Institute by using as instructional aids modular exercises on which expert commentary is provided on audio tape.

In line with the foregoing, some specific objectives of the Institute program were to provide for the participants:

1. understanding in becoming change agents through experiential learning;
2. appreciation of the nature of everyday citizen information needs and how they might be met;
3. awareness of the changes necessary if the public library is to fulfill its responsibility of supplying information needs and educational goals;
4. ability to plan for and give guidance in developing supportive and partnership approaches with local community, regional, state and national networks.

In terms of more specific behavioral outcomes, the Institute aims were to:

increase participant awareness of communication and change processes;

provide participants with an opportunity to practice making observation of these processes;

(Continued)

provide participants with an opportunity to practice the development of different strategies or tactics for coping with these processes;

lay the groundwork for the multiplier effect of Institute impact throughout the Northwest region.

INSTITUTE STYLE

The Institute was five days long. It included essentially two major components; namely, experientially-based practice in diagnosing communication situations and using alternative communication strategies and tactics, as well as the transmission of knowledge from the behavioral sciences about communication and change processes.

In the five days, the following general topics were covered: perception, language, meaning, development of understanding, conflict resolution, consensus achievement, communication relationships, implementing change, and planning for change in public libraries.

Generally the Institute was organized around a core of experiential exercises which involved the participants in a communication or change situation. On the basis of participant involvement in these situations, "pull-outs" were used to allow participants to practice making diagnostic observations. Some of the experiential situations were designed simply to provide increased ability at observing processes. Others were designed to provide practice in using a more varied set of tactics.

INSTITUTE AGENDA

The teaching method outlined above is one that does not operate off an explicit pre-set agenda. Rather, the teaching team comes prepared with enough experiential, simulation, and small group exercises to accomplish the Institute objectives at varying degrees of depth. The amount and

quality of focus in any particular topic area is determined by the participant group, the speed with which the group progresses, and the particular interests of the group as a whole.

The following includes the agenda of the actual Institute generated from a daily log kept by the teaching team.

AGENDA

DAY	SESSION	TOPIC	MAIN FOCUS
Sunday Feb. 9	Eve.	A. Introductions 1. Name tags 2. Staff introductions 3. Participants introductions 4. Institute background B. Own problem analysis 1. Participant write down 2-3 problems encountered in his/her attempts to reach own professional goals relating to Institute 2. Small group consensus on B1-common problems 3. Group reports on B2	Participant perception of Institute Participant statement of topics
Monday Feb. 10	Morn.	A. Waker-uppers 1. (S)IX 2. Name tag count 3. Name tag rational appeal B. Cooperation squares exercise C. One way-two way communication exercise	Introduction to communication
	Aft.	D. Waker-uppers 1. SMCR puzzle 2. Name tag count E. Fidelity of report exercise	Perception, an antecedent of communication

AGENDA (CONT.)

DAY	SESSION	TOPIC	MAIN FOCUS
Monday Feb. 10	Aft.	F. Perception exercises 1. Muller Lyer illusion 2. Poke, poke, poke 3. Number counting 4. 3 men perspective 5. Old-young lady 6. Hidden cow 7. Inverse triangle of perception	
Tuesday Feb. 11	Morn.	A. Waker-uppers 1. OTTFFSSENT_____ 2. Personal favor appeal on name tag B. ZIF and denotative meaning C. Semantic differentials and connotative meaning D. Case study--board meeting of small public library 1. Role playing 2. Co-orientation exercise	Language and meaning, a tool in communication
	Aft.	E. Waker-uppers 1. Name tag count and Berfunkle button for name tag change 2. Nine dot puzzle F. Co-orientation wrap-up G. Bucket head model of communication H. Berfunkle movie I. Prisoner's dilemma (competitive exercise) J. Participant statements of 1. One thing with great impact 2. One thing that should be emphasized for the remaining three days	A wrap-up on communication theory, limits of communication

AGENDA (CONT.)

DAY	SESSION	TOPIC	MAIN FOCUS
Wednesday Feb. 12	Morn.	A. Waker-uppers 1. Clock math 2. Name tag change appeals 3. Pullout methods of change on name tag	Methods of change and communication used as change tactic
		B. Consensus exercise on methods of change	
	Aft.	C. Star Power societal simulation	Problem of stress and resistance to change
		D. Number connecting game on difference of even small change	
		E. Life rating changes and stress	
		F. U-curve adaptations to change	
	Eve.	G. Midweek evaluation	
		H. Public library planning exercise Planning to meet new public library standards	Begin to plan for change
Thursday Feb. 13	Morn.	A. Prince planning of political change 1. Lecture introduction 2. Small group development of strategies to reach goals for Morganville Public Lib. 3. Lecture on generic tactics for implementation of strategies (a) Balance theory (b) Cognitive dissonance (c) Learning theory 4. Discussion on purgative meaning "manipulation" 5. Small group development of specific tactics to implement one of strategy from A2	A model for change planning, strategies and tactics
	Aft.	NO SESSION	
	Eve.	B. Waker-uppers 1. ZXCVB 2. Kant-Sartre-Sinatra	Information needs of urban residents

AGENDA (CONT.)

DAY	SESSION	TOPIC	MAIN FOCUS
Thursday Feb. 13	Eve.	C. Focus #7 on change research D. Information use and problem solving on cases 1. Role playing 2. Solution alternative analysis in role 3. Solution alternative analysis as professional 4. Comparison of D2 and D3 E. Mini lecture on information needs of urban residents	
Friday Feb. 14	Morn.	A. Waker-uppers 1. Girl's letter home 2. Match stick equation B. Discussion of multiplier effect 1. Brainstorm input for modules 2. Discussion on using modules 3. Regional group planning C. Institute closing 1. Letter to self 2. Final evaluation 3. Indian's refusal 4. Graduation ceremony	Wrap-up

INSTITUTE STAFF

The staff involved in the Institute included:

(a) A teaching team of three outstanding communication experts, each well experienced in library environments and library communication problems, the teaching in library schools and the teaching in a number of comparable institutes for librarians:

Dr. Brenda Dervin, Assistant Professor of Communications, Associate Director, Communications Research Center, University of Washington, Seattle. Brenda formerly worked at the Syracuse University School of Library Science. She has conducted some 60 workshops on applied communication, management, and change for a variety of occupational groups. Her research focuses on strategies for dealing with the information needs of urban residents. She received her Ph.D. in communications research from Michigan State University.

Dr. Jeffrey Katzer, Associate Professor, School of Information Studies (formerly Library Science), Syracuse University, Syracuse, N.Y. Jeff has conducted some 40 workshops for a variety of occupational groups. His research focuses on computer applications. In addition, he is a specialist in the application of research findings to on-the-job situations. He received his Ph.D. in communications research from Michigan State University.

Dr. Douglas Zweizig, Assistant Professor, School of Librarianship, University of Washington, Seattle. Doug has conducted some 10 workshops for a variety of occupational groups. At the time of the Institute he was employed by the Department of Library and Information Services, University of Toledo, Toledo, Ohio. His research focuses on user orientations to librarianship. He received his Ph.D. in information transfer from Syracuse University.

(b) Two outside evaluators of talent and experience:

Ruth Hamilton, Consultant, Library Manpower, Washington State Library, Olympia, 1969 to date. Ruth has held a variety of library positions in Washington State and Hawaii. Later she served as an Associate Professor at the Pratt Institute in Brooklyn and then at the University of Rhode Island. She has served on numerous committees connected with higher education and library planning.

(b) Continued

Ursula Meyer, Director, Public Library of Stockton and San Joaquin County, Stockton, California, 1974 to date. Ursula has held library positions in both Washington State and California. After serving as Assistant in Public Libraries for the State Education Department of New York State, she then became Coordinator for the Mountain Valley Library System in Sacramento. Her activities have included many public library advisory and planning committees.

(c) A Director who had designed the proposal for the Institute in collaboration with Brenda Dervin of the teaching team, and who was on the faculty of the grant institution.

Irving Lieberman, Professor, School of Librarianship, University of Washington, 1973 to date. Director and Professor, School of Librarianship, University of Washington, Seattle, 1956-1973. Irving has held library positions in New Jersey, Michigan, and New York State, the U.S. Army, the European Theatre of Operations. In addition to consulting positions, he has served in an executive capacity on various state and national committees and groups connected with library development. He was Advisory Director for the Institute of Librarianship at the University of Ibadan, Nigeria, 1963-1964.

(d) A consultant who had helped plan the program and was going to be very much involved in the multiplier effect following the actual Institute:

Peter Hiatt, Professor and Director, School of Librarianship, University of Washington, May 1974 to date. Peter began his library work with the U.S. Army Ordnance in Maryland and the Elizabeth, N.J. Public Library. After serving on the staff of Rutgers University and Indiana University, he became Director of a Continuing Education Program for Library Personnel at WICHE in Colorado. He has participated in many workshops and institutes and has often served in an executive capacity for various national library committees and groups.

The funds for support staff were adequately pre-visioned, and the funds were used prior to the actual date of the Institute, during the week of the Institute, and have been used in the preparation of the follow-up material and also the completion of the narrative evaluation report.

PARTICIPANTS

Twenty-five participants were chosen from applicants in states covered by Region 10 of the Department of Health, Education, and Welfare--Alaska, Idaho, Montana, Oregon, and Washington. Eligibility was based upon: (1) ability to benefit from the Institute and specifically to contribute to the subject matter under discussion; (2) possession of a bachelor's degree from an accredited college or university plus a fifth year degree in librarianship; (3) evidence of dependable character and high potential as a librarian as indicated by recommendations from the applicant's supervisor or other in a position to judge; (4) at least three years in an important public library administrative capacity with extensive staff supervisory and planning responsibility; and (5) evidence of continuing employment in a supervisory library position.

A committee of faculty at the School of Librarianship and the consultant staff of the Institute reviewed all applications and submitted recommendations to the Director, who made the final selection of the participants. The State Librarians of the states concerned were also involved in the selection process and were most helpful in designating individuals for participation in the Institute.

PARTICIPANT PROFILE

Sex:

M - 7

F - 18

Age:

Bracket	No.
25 - 34 yrs.	8
35 - 44 yrs.	6
45 - 54 yrs.	9
55 - 65 yrs.	2

Highest Degree:

Bachelor's - 4

Master's - 21

Highest Degree with Major in Library Field:

Yes - 23

No - 2

Geographic Distribution; Number of Dependents

Alaska	- 3	- 3
Idaho	- 5	- 6
Montana	- 4	- 4
Oregon	- 6	-18
Washington	- 7	- 5

FACILITIES

The physical facilities for the Institute are those located at the University of Washington Continuing Education Center, Maple Valley, Washington. This location is thirty miles southeast of Seattle. The Center is an attractive modern structure in a scenic and secluded environment. The Lake Wilderness Center faces the lake from which a spectacular view of Mount Rainier can be seen. Although seemingly isolated, the Center is only a short distance from Seattle (45 minutes driving time) providing the convenience of a city location, a closeness to the campus, and yet the remoteness of a retreat.

Overnight lodging can accommodate forty persons. Rooms have private baths and are furnished with two beds, study tables, dressers, linens, towels and bedding. An adjacent lounge with a fireplace and comfortable living room furniture was available. Five meeting rooms occupy the lower level of the lodge with capacities ranging from ten to one hundred and fifty persons. Two other rooms on the main level may be used as reading rooms or libraries. Facilities for swimming, boating, badminton, volleyball, horseshoes, and table tennis are available to Center guests. In addition, there is a nine-hole golf course adjacent to the Center.

It would be impossible to express the great enthusiasm of the participants and staff for the outstanding residence for the Institute. The Lake Wilderness Continuing Education Center provided excellent classroom facilities, superb living quarters, and an unusual level of subsistence. With minimum charges which could not be duplicated elsewhere, the residents during the Institute had every personal need met so that there was complete concentration on the subject matter of the Institute. The management, cook, and kitchen staff are to be congratulated for the creature

comforts provided. The University of Washington Office of Short Courses and Conferences is to be congratulated for maintaining this outstanding facility.

EVALUATION

One important feature in planning this Institute was the inclusion of two outside evaluators whose impartial objective appraisals gave a needed extension to the pertinent observations of the staff and participants. Drawing on the expertise of Ruth H. Hamilton (Continuing Education) and Ursula Meyer (Library Administration), the Institute staff recognized their abilities to perform this task in a superior manner. Their experiences in Institutes of a similar nature made them knowledgeable concerning this effort and its many ramifications. As leaders in the field of continuing education for librarianship, they brought the needed disciplines to evaluate the many aspects of the Institute.

Evaluation reports of the Institute prepared by each evaluator, as well as the Quantitative Evaluation prepared by Brenda Dervin and Colleen Kwan, appear in the following pages.

EVALUATION

OF THE INSTITUTE

THE INFORMATION NEEDS OF URBAN RESIDENTS:

A STRATEGY FOR PUBLIC LIBRARY CHANGE

Report prepared by:

Ruth Hamilton

It was a valuable experience to be able to attend the Institute in a dual capacity: that of a regular participant as well as one with the responsibility of developing an evaluation. The experience was further enhanced by being one of a team of two evaluators which allowed for the pursuit of a particular bias, that held by a staff member of a state library agency holding responsibility in continuing education.

From the objectives of the Institute that are fully described in the narrative report, the one that appears central to learning experience of the Institute is the personal information from the behavioral sciences that can be gained through experiential learning. This focused on demonstrating the difference between an information delivery system and a communication delivery system. Since the nature of everyday citizen information needs was the focal point of the conference, the highlighting of this difference made the greatest impact on the attendees and emphasized the necessity for public library change if its potential in a community setting is to be realized.

The knowledge from the behavioral sciences was skillfully selected to illuminate the actual experience of communication: the need for perception, the necessity for shared experience, feedback and interpersonal communication. The experience of the attendees during the five conference days was made outstanding by the high degree of success the team had in using "game techniques" and group exercise to cause the group to actually live the whole process in microcosm. While the processes used did not involve sensitivity training as such, the impact of these experiences was so real that by mid-course of the week attendees were deeply affected in a variety of ways by self-realization. The growing confrontation with barriers to communication--perception illusion, self-fulfilling prophesy, mind-set and habit-set patterns--caused deeper and

deeper concern. At the beginning of the session one heard such comments as "I know seven people I would like to recommend for this conference." By the middle of the week the majority were soberly facing the fact they themselves were the heart of the problem.

The impact that change has on an individual was replicated to a surprising degree. The stress that was caused by facing the necessity to change from comfortable and accepted patterns imposed both pain and anxiety. There was no doubt in the majority of minds present that the necessity for change is imminent.

That the group was affected to this degree is verified by the evaluation questionnaires. Elsewhere in this report an analysis of the measurable data from these evaluations is charted. Each evaluation sheet had space for half a dozen subjective comments. In the mid-week evaluations only two expressed completely negative reactions to their own involvement. They felt "manipulated" and "talked down to" or indicated that they felt the "emotional shock" was a negative experience rather than a positive one. The majority of remarks were on the positive side curving to such statements as "You have caused deep searching" and "I will never be the same again. Thanks for everything. Love"

The second half of the week the learning exercises concentrated on group activity in the communication process, moving from such situations as library board action to libraries in community and political activity.

The major application of the public library as an agency serving members of a community was done through revealing the wide range of ways that people see the world and that in the social cultural context "information" as such can have little value without carrying "instruction" with it. In other words public libraries, to achieve their goals in urban settings, must become

communication systems. Information must be communicated, not just delivered. Information, as such, is not an essential commodity to large segments of any community. To be of any value it must be interpreted.

It is important to examine how the modules supporting the games and learning exercises were constructed. They exhibited an impressive free flowing use of all types of media, synchronized and well paced. All had a common core of an objective to give participants actual experience in the emotional thrust of each learning unit. The most unique characteristic was the evidence of thorough advance planning. Every experience was supported by careful selection of the most recent significant data from the behavioral sciences skillfully integrated and clearly interpreted. This is borne out by the impressive set of 14 "mini-lecture notes" ranging from 4 to 8 pages in length which were supplied as take-home materials. In these each member of the team capsulized supportive data for us. These draw from a careful selection of the most significant literature in the behavioral and library sciences that applies to the theme of the conference. This selection was done on an original basis that has direct application to specific units of the conference that provide the learning experiences. These notes were personally tailored to the immediate need of each attendee and are as current as possible. The accompanying highly selective and annotated bibliographies cannot help but disarm the most skeptical librarian who might question the validity of some assumptions.

The impact of "team-teaching" was a most interesting experience. The team exhibited a well-balanced spread of disciplines and talents. Early in the conference the points were made that effective communication rests on "75 percent good interpersonal relations." There was no better demonstration of this than the performance of the team throughout the week in the high degree of empathy they established with the attendees and with each other.

The respect and concern for every individual that was continuously expressed was a heart-warming experience. Every session was a demonstration of good coordination of performance smoothly meshed. There was an interesting exchange of supportive roles. Three comments on the evaluation sheets worried about the greater degree of verbalizing that seemed to be carried by one or two members of the team. Perhaps on reflection these persons can conclude that non-verbal communication carries important weight. The majority of the comments bore out the high degree of skill that is described above.

The good management of advance planning in a team context which had produced the modules and the whole progression of the conference was very evident. Two advance planning meetings to which the evaluators had been invited demonstrated these management skills. The evaluators saw the team refining objectives together and involving the evaluators in expressing expectations that were very helpful for the master plan.

Lake Wilderness Convention Center provides an ideal setting for an in-depth learning experience. Under the good administration of Lake Wilderness the whole facility is tailored to the needs of each individual conference. Food service was excellent and the staff services were so perfectly synchronized to fit work and recreational progression of the conference that the group moved with perfect ease and pleasure through each day. Even the comic relief of an attentive flock of ducks is provided and the dramatic winter weather changes can be comfortably viewed through towering windows on all sides. Persons concerned with educational change in a working environment have come to value the "retreat" situation highly. In fact, it has become a syndrome to which we cling desperately under societal pressures. Some of the values of retreat experience are the sub-plots that develop at all levels. These were much in evidence in this conference. It was fascinating to watch attendees

rallying in supportive and sympathetic roles around individuals deeply affected. Knots of people in varying sizes were continually grouping and regrouping to rationalize away disturbing shocks or defend pet theories. A very constructive element was present that had special significance at the state agency level, the growing team association exhibited by the representatives from each of the five states.

The attendance from a representative of USOE office was a welcome addition to the conference. It was very useful to have someone not involved in the original planning and who came with a fresh point of view from another section of the country. The great facility that this individual had in relating to the conference theme and to the individuals present was very supportive.

There were undoubtedly some individual concerns and criticisms that only obliquely show up on evaluation sheets. Some boredom was felt in the length of some of the exercises. Several who do not react with interest to "games" using numbers and geometric symbols were turned off at times. It is hard to make the transition that one's distaste for these symbols may be much the same as the indifference the individual in a community feels for symbols the library profession uses regularly to represent itself in the community.

The consideration of replication of this Institute rests largely on some evaluation process being set up in several months' time. The impact of self-understanding will have to be assessed by each individual. Here continuing development is possible for each attendee and personal responsibility has to be assumed. Every evaluation sheet recommended that the conference be repeated in some form or other. The thoroughly developed modules of each unit that will be distributed to all attendees late in the spring of 1975 will directly test this recommendation and place an important responsibility on each person. One form of replication was already in evidence. The teams from each state

were beginning to assess each other, their professional responsibility in their states as well as their own responsibilities. They were beginning to discuss professional communication barriers within their states and consider options of ways to by-pass. Again, the advance planning paid off. The careful selection of key individuals in management and middle management of public libraries in the five states made the team composition a highly effective potential in each state. This will have a valuable spin-off for developing values of the conference.

There appears a corporate area of responsibility held by the professional group experiencing this conference. The impact that other disciplines can have on the development of the profession to perform the significant roles in society that is desired was forcefully demonstrated. Through our education for librarianship and the continuing education developed by other responsible agencies we need to help members of the profession not only to plan for change in developing service delivery but to be able to meet change in their personal lives. When one considers the change required to meet future plans on the drawing boards of library development and legislation and our inability to help members of the profession meet these changes in a personal way, the problem becomes more acute.

This conference was a landmark experience. Sober reflection reveals that as a profession our expertise in the behavioral sciences has been largely intuitive. There has been little systematic application of this fast developing body of knowledge in the social sciences. We have to put greater effort into understanding the role that behavioral science information can play in helping us to cope with our mission. Somehow we have to identify the system entry point into agency administrative patterns, those points within each professional person's coping processes so that this information can be "interpreted" and play an effective role.

EVALUATION

OF THE INSTITUTE

THE INFORMATION NEEDS OF URBAN RESIDENTS:

A STRATEGY FOR PUBLIC LIBRARY CHANGE

Report prepared by:

Ursula Meyer

THE SETTING AND ACCOMMODATIONS:

The Continuation Center of the University of Washington is approximately one hour driving time from Seattle, but the setting seems quite isolated. The main building is a three-level structure with a huge totem pole in the Center of the building and a window wall facing a small lake surrounded by a pine forest. The participants were assured repeatedly that there was a magnificent view of Mount Rainier, but the weather would not cooperate. Therefore, this report can only attest to the view as hearsay.

The accommodations were comfortable. The evaluator had a room in adjoining building with the window and a door almost at the edge of the lake. The 25 participants were housed on the upper floors of the lodge and there were some comments on very thin walls and therefore sound carried from room to room.

The main level of the lodge has one wing with comfortable furniture placed in such a way that small and large groups could form for discussions. There is a huge fireplace at the end of the room and a color TV set.

The lower level where the main classroom is located as well as other conference rooms has as its center a game room with ping-pong tables, shuffle board and a bar. Here too were tables and chairs which invited informal group discussions.

The meals served three times a day were generous and very good. The one complaint would be that there was too much food, especially since the weather made outside exercise difficult. The service was not only excellent but most congenial and concerned. Coffee, tea, milk, and soft drinks were available midmorning, afternoon, and in the evening.

THE PARTICIPANTS

The 25 participants represented 24 public libraries and one member of a State Library agency from four Pacific Northwestern states and Alaska. There

were three (3) Alaskans, five (5) from Idaho, four (4) from Montana, six (6) from Oregon, and seven (7) from Washington. In addition, the Director of the Institute, the Director of the School of Librarianship, and two outside evaluators also participated.

The twenty-five participants consisted of eleven head librarians, four assistants, and ten staff members. These ten represented five different subject specialties, four were reference librarians, three were Outreach librarians, and one each from adult services, bookmobiles, and children's services. Most were department heads, but it is not known if the department consisted of more than one professional librarian, or indeed any staff other than the head.

This evaluator believes that the rank and specialty as well as the state of origin of the participants is important. Librarians from the less populated states suffer from professional isolation and lack of opportunity (time, funds, and availability) to attend training institutes. It was surprising that the majority of the group did not know one another from the Pacific Northwest Library Association; and, indeed, in some cases librarians from a single state were strangers to one another. If one adds the matter of being "strangers" to the innovative and, to most participants, a very different type of training program, the group was most congenial and affable.

The rank of the librarians affected their participation and attitude toward certain aspects of the Institute. Staff who did not hold key positions seemed more depressed than administrators concerning their own ability to "make change happen." Naivete of the "political" process and libraries tended to be a revelation to the young, some staff members, and a few head librarians from small libraries.

THE TEACHING TEAM

The three-member team, well trained in methods of communication, was a success with all participants. There were one or two negative comments,

without concrete examples of dissatisfaction. The informality and approachability of all three members were appreciated. "I feel I can talk to them" was an oft heard comment.

There appeared to be one point of confusion to a number of participants, the relationship of the three team members to one another. Some felt one team member dominated the discussion and one said too little and his role especially was a great puzzle. A few people agreed with this evaluator that the team is so in tune with each other's thinking that they anticipate one another's thoughts and actions. However, it is a fact that one member of the team was silent too often, and many wished he would have participated more and contributed his "wisdom" to the discussion.

THE EXPECTATIONS OF THE PARTICIPANTS AS EXPRESSED IN THEIR APPLICATION IN THE INSTITUTE

The application submitted by each participant included this request: "Please write a personal statement which includes your hopes as to the objectives and outcome of your involvement in the Institute." In addition, each individual received a sheet stating the Goals, Objectives, and Criteria for Selection.

The teaching team reduced the expectation statements of the participants into 13 general statements. It seems to this evaluator that the participants simply took the goals and objectives and rephrased them in their own way, and the teaching team then reversed the process by taking 25 statements and streamlining them into 13. Perhaps this process could have been improved if each participant had been instructed to make every effort to state the goals and objectives to reflect his personal assessment of our profession's greatest needs rather than repeating the language of the application.

Two statements were the concerns of 9 or more: to become a more effective and constructive agent of change (12 votes); to reassess the role of the library

and focus on new directions (9 votes); two statements received 6 votes: to learn to develop library cooperation and to extend the impact of this Institute to others in the library field. And 2 received 5 votes each: to understand more of the needs and characteristics of users and nonusers and to learn to serve the unserved. All, of course, vital and valid concerns. Other expectation/goals received fewer votes. To this evaluator two thoughts which received one vote each seem noteworthy, "to improve organizational skills" and "to revitalize as a professional."

THE EVALUATION SHEETS

The participants were asked to evaluate the Institute twice, once at the midpoint and once at the end. Both the rating on the scale of 7 to 1 and the comments were more positive at the end of the week than on Wednesday. A detailed analysis of the evaluation appears in another section of this report.

The replies to the final questionnaire were positive and encouraging. Nearly all the participants and this evaluator looked back on a meaningful experience which would make each one a better communicator.

In answer to "what aspect of this Institute has been most valuable to you?" replies indicated the following: self-recognition and the effect one can have on others; the need to communicate clearly and what that means to the speaker and to the listener; that seeing oneself too clearly may be unnerving, but necessary for growth; feedback is essential so that one knows if there have been communications; the message is 75% attitude and 25% content; experience reinforces theory and the political process is ever-present and must be fully understood and acted upon.

The least valuable aspects of the Institute tended to be more personal. A few considered the pace too slow, while others wanted more time to meditate.

Games are obviously not everyone's medium. It is this evaluator's opinion that the method of learning will receive a higher rating in retrospect.

The lowest rating went to the small group discussions. It is possible to make certain assumptions concerning the low value assigned here; and, indeed, it is the one rating which declined between Wednesday and Friday. Obviously group discussion and action depend on the background and experience of the participants. It must also be stated that in many instances the teaching team assumed the Institute participants could proceed with minimum instructions.

The small group discussions reflected, to this evaluator, the experience, background and home institution of the participants. Discussions which involve varying points of view and consensus are not part of everyone's experience. If one is a member of a very small staff, or a rigid authoritarian organization, or is professionally isolated, or is not active in professional organizations, there will be little opportunity to debate. It takes time to feel comfortable and secure enough to participate in discussions. The random count-off which made up a group did not allow for balancing the makeup of the small groups. All too often the forceful speakers were in one group and another group had no spokesman; or one or two people dominated, and others did not get a chance to enter the discussion.

This evaluator could see growing expertise in "discussing" toward the end of the week. Those who tended to dominate began to realize it and tried to hold back. But during the five days of the Institute the small groups did not function adequately. Additional guidelines from the team and possibly a demonstration would have been helpful. There are films which could have been shown to demonstrate this important aspect of the Institute.

The query of what changes in the Institute would make it more effective to each individual brought predictable replies. Relating the games and explanations more directly to a library situation was a concern. The technique of this type of communication learning left some with the puzzle of how to apply it all to "my" situation. It seemed that coping in the abstract did not lead to simple guidelines of improving an existing problem in the library. Perhaps one of the most frequently voiced frustrations was "how can I make my boss and colleagues realize that change is necessary." How to reach the non-user in the various ethnic, cultural, low economic and educational groups was also a concern. It would seem to this evaluator that there was a lack of discussion of theory on the part of the team on these topics. Some of the matters discussed and games played could have been related to a library situation more directly. The team must have realized that the small group discussions were not effective.

"Would you recommend similar institutes be offered for your colleagues and associates who have not attended this one?" To this there is a resounding "yes." Reasons given: to heighten awareness, to communicate in an alienated society, and to share and develop others.

The answers to the question concerning other topics for similar institutes reflect those areas where librarians are traditionally weak. Management and participative management were most often mentioned. Marketing the public library and making the library better known in the community were mentioned. Politicking for the library and communicating with other ethnic groups received votes. A few saw the methodology of this institute as a valuable in-house staff development tool.

EVALUATOR'S GENERAL COMMENTS

This evaluator did not interview any of the participants. Every attempt was made to speak with the 25 participants to get their reaction. This method

was probably 80% successful. Since the evaluator was also a participant, the former role sometimes was an obstacle and the two at times became blurred. At this point this evaluator is not certain that one can take both roles and remain impartial. If the physical surroundings make it possible to observe without seeming to be a spy/judge, it might be more equitable to observe only. But much more thought must be given to this matter.

The evaluator is also ambivalent concerning the length of the Institute. It does take 6 days to become part of the groups and to loosen up and fully participate. But fatigue becomes a real factor. The exhaustion of two evening sessions was noticeable and less learning took place. The showing of the film concerning a firm's loss of an account due to lack of communication was shown at a point when fatigue had taken over for many; therefore, the group discussion lacked specificity and missed the point at the beginning. The purpose of the film was to demonstrate communication among people and how interpersonal relations can create friction. In this evaluator's opinion, this important lesson deserved prime time. The only discussion which occurred seemed incoherent and listless.

The reception of this film was in contrast to the reaction to a few library-oriented films which were shown on a "free" evening. Attendance was voluntary and those who attended were interested and discussion ensued. At a similar institute attended by this evaluator some years ago films were shown purely for their entertainment value. That proved to be a relaxing factor and generated valuable discussions.

Star Power and the Prince Chart were discussed most often. In both instances, more time should have been allowed to introduce the theory and explore the results.

The matter of trust and the political process were shocking to some. In this evaluator's opinion these two topics were handled very well by the team.

Revelation and realization of what the "real world" has in store was very upsetting to some, but the availability of the team to discuss the matter was valuable and outward calm was restored.

The burning issue among all participants was how to apply this learning process at their own institution. There was agreement that a whole staff, the library board and some public officials should participate in an institute. The greatest discouragement was voiced concerning the method of implementation on the job, especially for the ten participants who were not part of a library's administration.

The stress was of course on experiential learning--and it certainly took place. This evaluator wishes to express her concern about the lack of preparation for this methodology and the lack of discussion of theory behind certain exercises. Many of the participants because of professional isolation and lack of opportunity have participated in few institutes. Therefore a short introductory framework and more "reasons why" would have been helpful. There were handouts and reading materials, but fatigue prevented most from reading after the sessions.

Certainly the message that in communication 75% is attitude and 25% is content came through "loud and clear." Insight into one's behavior and the effect one can have on others was clear. That we do not communicate because we do not take into account the viewpoint or condition of others was well presented--over and over again.

For the public library the greatest value would be in having the institute for one staff to break down the usual barrier between adult and children's services, branches, bookmobile and central, public and technical services, etc. An institute which would cut across departments and rank of staff could be designed to demonstrate the parochial view each department and individual holds,

in regard to "his" specific task and the purpose for performing it. Experiential learning lends itself to demonstrating that a library must operate as a unit and not compete. As a follow-up, exchange of staff among departments and outlets would serve to reinforce the learning. With the tapes and modules which are being developed by the team, follow-up institutes could be conducted at regular intervals.

For a cooperative library system the value would be interaction of staff on all levels and not only among administrators. A first step would be to have staff from one department of all the member libraries interact in an institute. Since sharing resources is high on the priority list, an institute of reference and interlibrary loan staff should be the first concern. The methodology of the team could possibly break through the ever-present problem of the reference interview and the need for precise information so that a reply will be returned with speed and accuracy to the patron. Again, follow-ups and the involvement of other staffs will be necessary.

The most difficult institute for the library to sponsor would be one for the non-user. Here purpose would be to determine why such large numbers of citizens do not use the library. The obvious path to such communication would be to contact a variety of agencies in the community to determine their interest in participating. Other contacts could locate people who do not belong to groups. The ground rules for such an institute would be to determine what people need and then locate or create an agency to satisfy the need. By this method the library may assist in identifying information needs, but it is likely that these needs cannot be met by the traditional public library.

The Institute provided the guidelines for a strategy for public library change. The participants were aware of and concerned about the need for change before they came to Lake Wilderness. Applying what was communicated at the local

level will be the test. For many it will not be easy to apply the concepts presented to "my" library situation. It is apparent that the public library has not "changed" at the same rate of speed as the society which it seeks to serve. Only when the public library becomes a viable force in the community will the citizen turn to it for all manner of information and communication needs.

Feedback and follow-up is necessary to evaluate the learning which took place at the Institute. The multiplier effect should involve an ever-increasing group of librarians in the process of becoming change agents.

QUANTITATIVE EVALUATION

OF THE INSTITUTE

THE INFORMATION NEEDS OF URBAN RESIDENTS:

A STRATEGY FOR PUBLIC LIBRARY CHANGE

Report prepared by:

Brenda Dervin and Colleen Kwan*

*Colleen Kwan is a graduate student in the School of Communications University of Washington. While Brenda Dervin designed the evaluation, Colleen Kwan did all of the content analyses and statistical evaluations, as well as the basic data interpretation. The use of Ms. Kwan as an outsider (who had not even attended the Institute) was considered essential in developing an objective evaluation.

Twice during the Institute period (Wednesday evening and Friday afternoon) participants were asked to evaluate the Institute along a number of dimensions. These included:

* Ratings of the

  (a) usefulness of the Institute to participant professionally;
  (b) usefulness of the Institute to participant personally;
  (c) competence of teaching team;
  (d) teaching style of the team;
  (e) games and exercises;
  (f) small group discussions.

* Naming of the "most valuable" and "least valuable" aspect of the Institute

* Naming of aspects of Institute that participant would change to make it more effective

* Other comments participants had on the Institute.

In addition to above, the participants were asked on final day to evaluate the Institute on two other items:

(a) if participant would recommend similar institutes be offered for colleagues and associates who have not attended this Institute

(b) what other topics participant would like Institute to offer and for whom they should offer

The pages that follow include a quantitative analysis of responses to these mid-week and final evaluations.

PARTICIPANT RATINGS OF SIX INSTITUTE DIMENSIONS

At the middle of the week and on the final day, Institute participants were asked to rate six dimensions of the Institute on a seven point scale (with 7 being very good and 1 being very bad). The six dimensions were:

* usefulness of Institute to you professionally
* usefulness of Institute to you personally
* competence of teaching team

(Continued)

* teaching style of team
* games and exercises
* small group discussions

Table 1 reports the average ratings for Institute of both evaluations, and Figure 1 is a graphical presentation of the averages.

Results show:

* Average ratings were generally high, both at mid-week and final evaluation. All ratings were 5.0 or above. Ratings at final evaluation were all 5.5 or above.

* Ratings show a general rise over time, with the exception of the ratings of the value of small group discussions. This general rise is to be expected given that the Institute itself (and particularly its use of experiential techniques) is a change. Initially, participants experience tension and resistance to the change. Over time, participants adjust.

* On the basis of data available from other seminars taught by the same teaching team, a projection can be made of what the evaluations would have been if data were collected more than twice during the Institute period. Figure 2 compares the ratings of this Institute to a similar seminar on communication and change. The comparison seminar was one conducted for staff at the University of California Library, Berkeley. The difference was that evaluations were collected at three points for the University of California seminars--at time elapsed points of 1/3, 2/3, and 3/3 through the seminar. For the OE Institute, data was collected at roughly 2/3 (mid-point) and 3/3. The first conclusion that stands out from this comparison is the marked similarity of the ratings on the four available comparison measures. The second conclusion is that evaluations for the OE Institute entered the process at the "low-point" of the process--at that point when participant reactions were going down, reaching a low. This pattern of a "u-curve" of adjustment to the seminar situation is well documented in change literature.

* Generally, participants found the Institute more useful personally than they did professionally. However, the differences here are (both at mid-week and final evaluations) very small.

* Generally, instructor's teaching style and competence got higher ratings than other dimensions. Here again, however, the differences are not large.

* The use of games and exercises got the lowest ratings at mid-week, an expected low as the games and exercises are the carriers of the experiential technique.

* Small group discussions got the lowest ratings at final evaluation and was the only dimension showing a drop from mid-week to final evaluation. The reasons for this are not clear. However, one explanation may be that as seminar impact becomes more and more personal to individual participants, participants may find less value in sharing with others who have different individual purposes from their own. This is a question that will need to be explored on a follow-up evaluation with these participants.

Table 1: Participant ratings of Institute on six dimensions

MIDWEEK TOTAL N=29

	Very Good						Very Bad	X	S.D.
	7	6	5	4	3	2	1		
Usefulness of the Institute to you professionally	7	11	5	2	2	2	0	5.45	1.48
Usefulness of the Institute to you personally	11	7	3	4	2	2	0	5.52	1.62
Competence of teaching team	17	6	2	3	0	1	0	6.17	1.28
Teaching style of team	8	14	2	4	0	1	0	5.79	1.21
Games and exercises	2	10	11	5	1	0	0	5.24	0.95
Small group discussions	9	7	10	1	1	1	0	5.66	1.26

FINAL WEEK TOTAL N=28

	Very Good						Very Bad	X	S.D.
	7	6	5	4	3	2	1		
Usefulness of the Institute to you professionally	12	11	3	0	2	0	0	6.11	1.10
Usefulness of the Institute to you personally	18	5	2	1	1	1	0	6.25	1.32
Competence of teaching team	21	4	0	3	0	0	0	6.54	0.96
Teaching style of team	17	9	0	2	0	0	0	6.46	0.84
Games and exercises	6	13	8	1	0	0	0	5.86	0.80
Small group discussions	5	9	8	6	0	0	0	5.46	1.04

Figure 1. Graph of participants mean ratings of Institute on six dimensions

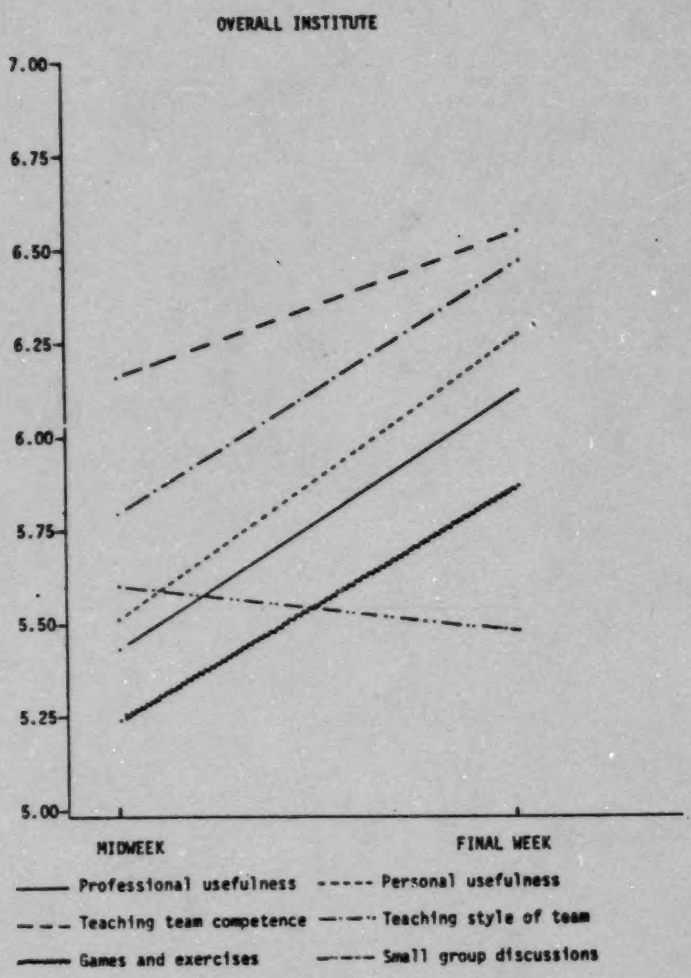
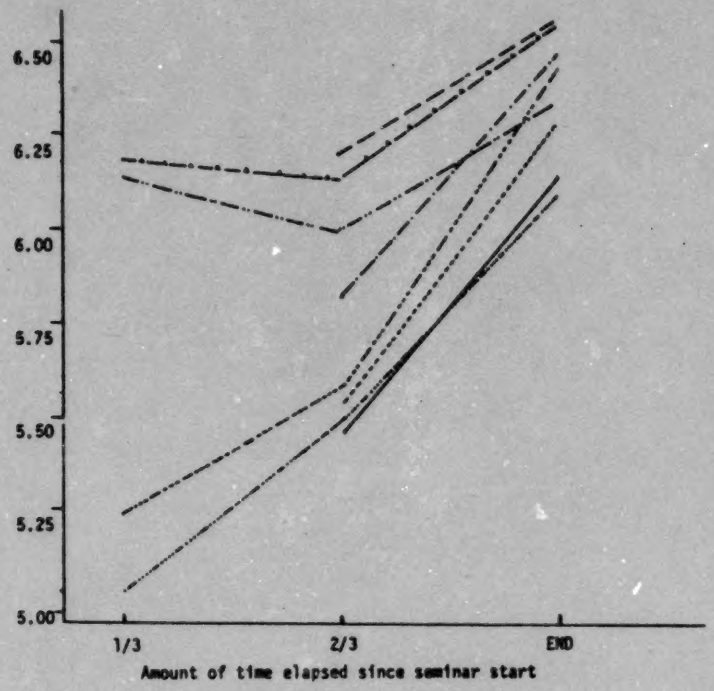


Figure 2: Graph comparing ratings to a similar seminar on communication and change



KEY:

Professional usefulness: ——— OE Institute---------U Cal Seminar
Personal usefulness: ---------- OE Institute----------U Cal Seminar
Instruct. teaching style:—·—·— OE Institute—·—·—U Cal Seminar
Instruct. competence: — — — — OE Institute— — — —U Cal Seminar

*Data from University of California seminar extrapolated from: "Evaluation of Two Seminars on Applied Communication, Management, and Change" by Brenda Dervin and Kirk Anderson, April 15, 1974, to the University of California Library. U Cal data is from the University of California Seminar #1.

PARTICIPANT EVALUATION OF MOST AND LEAST VALUABLE ASPECTS OF INSTITUTE

Participants were asked to name the "most valuable" and "least valuable" aspects of the Institute in both the mid-week and final evaluations. Table 2 presents the results. In addition to coding the "most" and "least" valuable aspects of the Institute, a content analysis was completed of any additional "positive" and "negative" remarks made by participants. Table 2 also includes a summary of all positive and negative remarks made regardless of time or specific evaluation item being answered.

Results:

* In general, Table 2 indicates few significant differences across time. Those aspects considered most valuable or least valuable at mid-week were essentially the same aspects considered most and least valuable at the final evaluation.

* Looking at all positive versus negative responses, participants made an average of 3.1 positive comments across all evaluations compared with an average of 2.3 negative comments.

* Looking at the overall summary data, by far the major category of positive comments centered on the acquisition and learning of behaviorial science concepts. In all, 36% of all positive comments focused here. Other frequently named categories of positive responses included: teaching techniques mentioned in 25% of all the positive responses; institute outcomes mentioned in 12% of all positive responses; and, specific institute characteristics mentioned in 13% of all positive responses.

* Looking at the overall summary data, by far the major category of negative comments centered on negative feelings about specific experiential exercises. These criticisms totaled 27% of all negative remarks. Other frequently mentioned categories of negative remarks were: teaching techniques, 20% of all negative remarks; specific characteristics of the institute, 15%; and criticisms of Institute pacing and timing, 10% of all negative remarks.

* An analysis of changes over time (across the two evaluations) shows an expected dispersion of opinion but no reversal of the above findings. Of interest is one specific change between mid-point and final evaluations. At mid-point, 10% of the participants named personal outcomes (personal change) as a positive factor and 3% named this as a negative factor. At final evaluation, however, 29% named this as a positive factor compared with 8% naming it as a negative factor.

Table 2: Analysis of all positive and negative comment made about seminar

Response category	MIDWEEK TOTAL N=29								FINAL WEEK TOTAL N=28								SUMMARY TOTAL N=57			
	MOST A		LEAST B		OTHER+C		OTHER-D		MOST A		LEAST B		OTHER+C		OTHER-D		POSITIVE		NEGATIVE	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
SPECIFIC ACTIVITIES																				
Own problem analysis	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Star power	0	0	4	11	0	0	0	0	0	0	2	7	0	0	0	0	1	2	4	7
ZIP exercise	0	0	1	3	0	0	0	0	0	0	1	4	0	0	0	0	0	0	4	11
Prince principle	0	0	0	0	0	0	0	0	1	4	1	4	0	0	0	0	1	2	1	2
Name tag exercise	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Board meetings of small public library	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0
Summary of each session	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Information use and problem solving exercise on 3 cases	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
Off hour bull session	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
Prince case study	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
One way-two way	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Modules	0	0	0	0	0	0	0	0	0	0	1	4	0	0	1	4	0	0	2	4
CONCEPTS																				
Theory of communication (problems, effect feedback, techniques, needs)	12	41	0	0	0	0	0	0	10	36	0	0	0	0	0	0	22	39	0	0
Change, process, prerequisites, effects	7	24	0	0	0	0	0	0	2	7	0	0	0	0	0	0	9	16	0	0
Shared experience concept	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2	0	0
Difference in people	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0
Information needs of urban residents	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
TEACHING TECHNIQUES																				
Teaching team (overall)	0	0	0	0	2	7	0	0	0	0	0	0	7	25	0	0	9	16	0	0
Teaching member's unequal involvement	0	0	0	0	0	0	3	10	0	0	0	0	0	0	0	0	0	0	3	5
Instructors' devotion, enthusiasm	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	1	2	0	0
Demonstration and illustration techniques	1	3	0	0	0	0	0	0	1	4	0	0	0	0	0	0	2	4	0	0
Manipulation ability	1	3	0	0	0	0	1	3	0	0	1	4	0	0	0	0	1	2	2	4
Group activity, discussion	2	7	3	10	0	0	0	0	5	18	1	4	1	4	1	4	8	14	4	7
Experiential games and their outcome	1	3	0	0	0	0	0	0	1	4	0	0	0	0	0	0	2	4	1	2
Films	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
Lack of library related examples	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
Instructor's "talked down to" attitude	0	0	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	1	2
UTILITY																				
Application of techniques to life	1	3	0	0	0	0	0	0	1	4	0	0	0	0	0	0	2	4	0	0
Application to professional life	0	0	1	3	0	0	0	0	0	0	0	0	1	4	0	0	1	2	1	2
Application of modules to peers	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
SPECIFIC INSTITUTE CHARACTERISTICS																				
Content	1	3	0	0	0	0	0	0	1	4	0	0	0	0	0	0	2	4	0	0
Name and purpose of seminar	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
Lack of outdoor activities, exercise	0	0	1	3	0	0	1	3	0	0	1	4	0	0	0	0	1	2	2	4
Food (good)	0	0	1	3	0	0	0	0	0	0	2	7	0	0	0	0	0	0	3	5
Environment of site for seminar	0	0	0	0	0	0	0	0	0	0	1	4	3	11	0	0	3	5	1	2
Interaction, interchange with colleagues	5	17	0	0	0	0	0	0	1	4	0	0	0	0	0	0	6	11	0	0
Ventilation	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
Sound proof rooms	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	1	2
Screening of participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	1	2

(Continued)
Table 2: Analysis of all positive and negative comment made about seminar

Response category	MIDWEEK TOTAL N=29								FINAL WEEK TOTAL N=28								SUMMARY TOTAL N=57			
	MOST A		LEAST B		OTHER+C		OTHER-D		Most A		Least B		OTHER+C		OTHER-D		POSITIVE		NEGATIVE	
	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*	N	%*
OUTCOME OF INSTITUTE (ON PARTICIPANTS)																				
Increase of own tension	0	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
Loss of confidence	0	0	1	3	0	0	0	0	0	0	1	4	0	0	0	0	0	0	2	4
Learning various aspects of/within self	0	0	0	0	2	7	0	0	7	25	0	0	0	0	0	0	9	16	0	0
Understanding of reality and theory	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2	0	0
Review of own knowledge	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0
TIMING																				
Seminar: slow pace	0		0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	2
Seminar: fast pace	0		0	0	0	0	2	7	0	0	0	0	0	0	0	0	0	0	2	4
Games too long	0		2	7	0	0	0	0	0	0	1	4	0	0	0	0	0	0	3	5
THE EXPERIENCE	0		0	0	0	0	0	0	1	4	0	0	1	4	0	0	2	4	0	0
OVERALL INSTITUTE (GENERAL COMMENTS)																				
Best ever attended, outstanding, successful	0		0	0	0	0	0	0	0	0	0	0	3	11	0	0	3	5	0	0
Meeting objective of institute	0		0	0	0	0	0	0	0	0	0	0	1	4	0	0	1	2	0	0
NONE SPECIFIED AS MOST/B	0		5	18	0	0	0	0	0	0	4	14	0	0	0	0	0	0	9	16
NO RESPONSE	0		1	3	0	0	0	0	0	0	1	4	0	0	0	0	0	0	2	4

MOST A--The most valuable aspect of institute

LEAST B--The least valuable aspect of institute

OTHER+C--Other positive comments made about seminar

OTHER-C--Other negative comments made about seminar

%* --% add to more than 100% because some respondents named more than one aspect of the seminar

PARTICIPANT SUGGESTIONS FOR CHANGES IN INSTITUTE

Participants were asked what changes they would suggest to make the Institute more effective. Table 3 reports these results.

Highlights of results:

* There was great diversity in the answers given, indicating the expression of many individual differences. Thus, for example, while 4% of the participants wanted a shorter Institute, 2% wanted a longer Institute.

* In all, 30% of the participants made no suggestions for changes, 19% specifically saying "would like to change nothing" and 11% simply not answering the question.

* The most popular suggested change, named by 14% of the participants, was "more direct application of techniques to professional problems."

* Since all other responses dispersed across a great variety of suggestions, no clear coalescing of the data is possible.

PARTICIPANT SUGGESTIONS FOR TOPICS AND ATTENDEES IN FUTURE INSTITUTES

Table 4 reports participant suggestions for topics and attendees at possible future institutes.

Highlights of results:

* 32% of the participants wanted to have more in-depth treatment of this Institute's topics.

* In terms of new topics, not covered substantially in this Institute, the most popular suggestion was "management," named by 25% of the participants. Those who made this suggestion wanted to know more about management theory and skills as well as about communication as a management process.

* 14% of the participants suggested future Institutes on problem solution suggesting that this Institute had focused primarily on problem analysis. Several participants noted that they wanted to know more about the actual development and use of tactics for problem resolution.

* In terms of attendees suggested, 71% of the participants gave no response, leaving 28% evenly distributed across Boards of Trustees, other community leaders, other librarians, legislators, medical doctors, people outside supervisory ranks, and city government department heads.

PARTICIPANT RECOMMENDATIONS FOR SIMILAR INSTITUTES

In the final evaluation, participants were asked: "Would you recommend similar institutes be offered for your colleagues and associates who have not attended this one? Why?" Table 5 reports the results of the answers to the question.

Highlights of results:

Eighty-nine percent of participants said they would recommend similar institutes be offered to colleagues and associates, 7% said they would not recommend and 4% gave no response to the question.

Reasons for recommending:

* The main reason cited by 25% of the participants was that such an Institute would be a valuable learning experience for their colleagues.
* The next most popular reason participants gave was that the Institute would give a better understanding of communication to prospective attendees and that this understanding would aid them personally and professionally.

Of those two participants who would not recommend similar institutes be offered to their colleagues and associates, one said there was no other professional present in his system; the other said he would not recommend it because he personally did not find the Institute useful.

Table 3: What participants would change about Institute to make it more effective

Types of change suggested	Respondents: Midweek N=29 [a]	[b]	Final N=28 [a]	[b]	Summary N=57 [a]	[b]
CONTENT						
Cut down time spent on problem analysis	1	3	0	0	1	2
Spend more time on direct application of techniques to problem or actual coping with problem	4	14	4	14	8	14
Deals more in group process and how group works	0	0	3	10	3	5
Less exercise on dots and squares	1	3	0	0	1	2
More training on Prince Charts	0	0	1	4	1	2
Eliminate poker chip game	1	3	0	0	1	2
More emphasis on urban situations	1	3	0	0	1	2
More role playing	1	3	0	0	1	2
More group discussion/interaction	2	7	1	4	3	5
More library oriented situations as examples	2	7	1	4	3	5
More input on how to give and receive feedback	1	3	0	0	1	2
Overall content should gear more towards management and administration	0	0	1	4	1	2
Should give more analysis on content	0	0	1	4	1	2
Eliminate films	0	0	2	8	2	4
Give games that deal with leadership process	0	0	1	4	1	2
More time should be spent on strategy	0	0	1	4	1	2
Give modules for dealing with patrons and staff	0	0	1	4	1	2
Deal more with assertiveness	0	0	1	4	1	2
Should have daily evaluation	0	0	1	4	1	2
TEACHING TECHNIQUES						
Should give details about specific activities in advance	0	0	1	4	1	2
Getting to the point faster	0	0	1	4	1	2
Vary teaching techniques and style	3	10	0	0	3	5
Give greater variety of games	1	3	1	4	2	4
Give definite schedule	1	3	1	4	2	4
Reduce size of group to half	0	0	1	4	1	2
Divide jobs according to participant specialty	0	0	1	4	1	2
Give lectures and rules on games	1	3	0	0	1	2
Give reasons behind games played	1	3	0	0	1	2
Allow more direct contact with leaders	0	0	1	4	1	2
Do follow up with library management	0	0	1	4	1	2
CHARACTERISTICS OF INSTITUTE						
Reduce number of participants	1	3	2	8	3	5
Narrow geographic regions from which participants come	1	3	2	8	3	5
Improve ventilation of room	0	0	1	4	1	2
Period of participation should limit to 3 days	1	3	1	4	2	4
Should have Institute more often	1	3	0	0	1	2
TIMING						
Shorten time on games	1	3	0	0	1	2
Slow down pace of Institute	1	3	0	0	1	2
Lengthen period of attendance	1	3	0	0	1	2
OTHER						
Change name of Institute	0	0	1	4	1	2
Would like to change nothing	7	24	4	14	11	19
None suggested	4	14	2	8	6	11
No response	1	3	0	0	1	2

[a] These figures would add up to more than the base (N) given because some respondents gave more than one kind of change.

[b] The % would add up to more than 100% because respondents in some cases gave more than one kind of change.

Table 4: Participant answers to: Would you like to see Institutes offered on other topics? If so, what topics and for whom?

SUGGESTIONS MADE BY PARTICIPANTS IN FINAL EVALUATION*	RESPONDENTS N=28	
	N[a]	%[b]
Topic suggested		
1. Further and more indepth training on topics included in present Institute	9	32
2. Training in use of reference, tools, documents	1	4
3. How to relate to other cultures	1	4
4. Management, theory and skill; communication in management level	7	25
5. Problem solution, theory and skill	4	14
6. Decision making, theory and skill	2	7
7. Political process	3	11
8. How to work as a team, group	2	7
9. Administration; communication in administration level	2	7
10. Marketing the library, marketing information	2	7
11. Organizational change	1	4
12. How to do service for the disadvantaged without hurting their feelings	1	4
13. How to relate library to all segments of community	1	4
14. Leadership training	1	4
15. Assertiveness	1	4
Participants suggested		
1. Boards of Trustees	1	4
2. Other community leaders	1	4
3. Other librarians	1	4
4. Legislators	1	4
5. Medical doctors	1	4
6. People outside supervisory rank and who cannot afford it	1	4
7. City government department heads	2	7

* Out of the 28 respondents, 27 said they would like to see Institutes offered on other topics, and 1 gave no response.
Out of the 27 respondents who would like to see Institutes offered on other topics, 4 did not give any specific suggestions, and only 8 gave suggestions on to whom those topics should be offered.

[a] These figures would add up to more than 28 because in some cases respondents included more than one suggestion.

[b] These % would add up to more than 100 because some respondents gave more than one suggestion.

Table 5: Participant answers to: Would you recommend similar Institutes be offered for your colleagues and associates who have not attended this one? Why?

RESPONSE	RESPONDENTS N=28 N	%
Yes	25	89
No	2	7
No response	1	4
WHY? (YES)		
1. An opportunity to have a better understanding of communication, and such understanding would help an individual personally and professionally.	6[a]	21[b]
2. The Institute helps an individual to have a better understanding of change and the difficulties of effecting change.	3	11
3. Attending the Institute is a valuable and good learning experience. Knowledge gained from the experience is invaluable.	7	25
4. Teaching teams' experience and competence enable participants to gain more than any other local do-it-yourself attempt.	1	4
5. A way to improve the multiplier effect.	1	4
6. A chance to learn and understand techniques, skills and new methods.,	4	14
7. Heighten personal awareness; helps an individual to know about self, others, and situations.	4	14
8. An opportunity to refresh brain cells.	1	4
9. No reason given.	1	4
WHY? (NO)		
1. There are no other professionals in own system.	1	4
2. Cannot see value in attending Institute; no learning took place.	1	4

[a] These numbers will add up to more than 28 because respondents gave more than one reason in some cases.

[b] These % would add up to more than 100 because 28 is used as the base, and in many instances respondents gave more than one reason.

Quotable quotes

"Though my expectations were high, all aspects of the Institute have far excelled them."

"Emotional shock! The least valuable aspect."

"You've caused deep searching through this experience. I hope I'll be a better person and be able to apply."

"Stop treating us like inexperienced persons who have not had any communication training. I feel used and manipulated (and depressed)."

"So much more information than I had anticipated."

"The best institute/seminar/workshop I've attended."

"Particular thanks to the team for exposing us not only to ourselves but also to our challenges."

"You're a good team; hope you all won't go stale."

"I'm impressed with the oneness of the team as well as its experience."

"Invigorating and exciting--a joy to watch experts at work."

"I think I could evaluate my experience more accurately after about a week."

FOLLOW-UP

Working with the original participants was only one of the overall purposes of the February 1975 Institute. A second purpose was to initiate a "multiplier" effect. This means each participant at the Institute was to return to his/her state and re-create the "Institute." The purpose: to have impact beyond February 1975, beyond the University of Washington conference center, and beyond the individual participants.

A package containing 16 separate modules for training which can form the basis of 40 hours of workshop training has been given to each participant. In particular, the modules focus on the developing of a "user" or "audience" to librarianship and on the need for developing services which are useful to a large spectrum of everyday citizens.

To this end, the modules have been designed to focus on essentially three types of learning:

(1) acquisition of knowledge and awareness from the behavioral sciences about communication, management, and change processes; and

(2) increasing skill in observing and analyzing communication, management, and change situations; and

(3) increasing skill at using a diverse set of alternative approaches to communication, management, and change situations.

All of the module packages include the following:

Statement of overall purpose

Suggested timing

Step-by-step instructions

List of special supplies needed

Copies of handouts

Mock-up instructions for overhead transparencies

Accompanying audio tape (with tape transcript)

Specifically, the modules start with a focus on a general and inherent problem of communication and build toward more special contexts (small groups, bureaucracies) and more and more complex analysis and practice. A brief overview of the explicit purposes might be helpful. In terms of the suggested order of presentation, the modules focus on:

Developing awareness of communication per se and the inherent limitations of that process.

Developing skill at using specific behaviors and specific points of view which have been shown as helpful in reducing communication breakdowns.

Developing awareness of the impact of group structures and roles on communication and on performance and developing skill at using diverse structures and roles.

Developing awareness of the impact of diverse leadership and management styles on communication, cooperation, and performance and developing skill at using diverse approaches.

Developing awareness of the impact of different reward structures on communication, cooperation, and performance and practicing the application of diverse approaches.

Developing awareness of the conditions under which people (and organizations) resist change and developing skill at planning to reduce this resistance.

Developing skill at using an analytic tool for analyzing a change arena and pinpointing possible strategies for change.

Developing awareness of a diverse set of change tactics, increasing skill of their uses, understanding the differing conditions for use.

Applying principles and skills to two specific public librarianship situations: developing useful services for citizens and planning for public library change.

Each of the modules is accompanied by one or more audio tape segments. These audio tapes include commentary and conclusions of the teaching team who are the three authors of the module package. The audio tapes are presented on cassettes. Complete audio transcripts have been provided to make use of the tapes and their content easier.

PLEASE POST

School of Librarianship

UNIVERSITY OF WASHINGTON

SEATTLE, WASHINGTON 98195

NEWS ABOUT OUR 1975 INSTITUTE

Title of the Institute:	The Information Needs of Urban Residents: A Strategy for Public Library Change
Director:	Irving Lieberman
Participants:	25 Participants from the Public Libraries in Urban or Metropolitan Centers in the States Covered by Region X of the Department of Health, Education and Welfare (Alaska, Idaho, Montana, Oregon and Washington)
Inclusive Dates:	February 10 to February 14, 1975

The proposed Institute is designed for experienced public librarians in order to upgrade personnel and to prepare staff as change agents for the public libraries of tomorrow. The over-all objectives are: (1) to establish an awareness that public library change is mandatory; (2) to understand the orientation of public library users and non-users; (3) to examine and criticize the new Goals and Guidelines prepared for the Standards Committee of the Public Library Association of the American Library Association, and (4) to encourage participants to utilize on local and regional levels the idea of a multiplier effect to develop and implement techniques, program, and services similar to those initiated in the Institute by using as instructional aids 18 modular exercises with an audio tape providing expert commentary on the exercises.

At the conclusion of the Institute the 25 participants will: (1) understand how to become change agents through experiential learning; (2) appreciate the nature of everyday citizen information needs and how they may be met; (3) be aware of the changes necessary if the public library is to fulfill its responsibility of supplying information needs and educational goals, and (4) plan for and give guidance in developing supportive and partnership approaches with local community, regional, state, and national networks.

133 Suzzallo Library, BL-20 / Telephone: (206) 543-1794

APPENDIX A

PARTICIPANTS

25 participants are to be chosen from applicants in the states covered by Region X of the Department of Health, Education and Welfare (Alaska, Idaho, Montana, Oregon and Washington). Applicants will be chosen to represent some geographical as well as population distribution. Primarily representation will be from the public libraries in urban and/or metropolitan centers.

CRITERIA FOR ELIGIBILITY OF PARTICIPANTS

Eligibility will be based upon:

1) ability to benefit from the Institute and specifically to contribute to the subject matter under discussion;

2) possession of a Bachelor's degree from an accredited college or university plus a 5th year degree in librarianship;

3) evidence of dependable character and high potential as a librarian as indicated by recommendations from the applicant's supervisor or others in a position to judge;

4) at least three years in an important public library administrative capacity with extensive staff supervisory and planning responsibility;

5) evidence of continuing employment in a supervisory library position.

A committee of faculty of the School of Librarianship and the consultant staff for the Institute will review all applications and submit recommendations to the Director who will make final selection of the participants.

Public librarians selected as participants should express a willingness to accept the responsibility for leadership in their home states in order to utilize the multiplier effect involving all types of libraries. Eighteen modular exercises will be provided including an audio tape with expert commentary on the exercises in order to facilitate such instruction.

.....

An Institute for Training in Librarianship conducted under a grant from the U. S. Office of Education, Title II, Part B, Higher Education Act of 1965 P. L. 89-329, as amended.

Please fill out the following form, detach and return with postmark date as early as practicable but in any case no later than September 1. Application forms will be sent to you.

ADDRESS TO: Irving Lieberman, Director
Institute on Information Needs of Urban Residents
University of Washington
School of Librarianship
133 Suzzallo Library BL-20
Seattle, WA 98195

Name: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

Name of Employer: _____

Address: _____

_____

Position: _____

Earned degree(s) _____ College/University _____

_____ _____

_____ _____

UNIVERSITY OF WASHINGTON
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$29,832 HEW GRANT FOR LIBRARIANSHIP TRAINING INSTITUTE

The University of Washington School of Librarianship has received a $29,832 Office of Education grant from the US Department of Health, Education and Welfare to conduct next February a Pacific Northwest regional librarianship training institute.

The institute, "The Information Needs of Urban Residents: a Strategy for Public Library Change," will draw participants to the UW campus February 10-14 from Alaska, Idaho, Montana, Oregon and Washington.

Institute director is Dr. Irving Lieberman, professor of librarianship and the school's director for more than 17 years until his full-time return to teaching in 1973.

"One of the School of Librarianship's key roles is helping to improve library services to Northwest residents," announced Dr. Peter Hiatt, director of the school. "To do this, the school will be increasing its efforts in continuing education and one of these significant events is the federally funded institute."

The University's librarianship school is one of 60 graduate library school programs, accredited by the American Library Association.

The institute is designed for experienced public librarians to upgrade personnel and to prepare staff as change agents for public libraries of tomorrow.

According to Dr. Lieberman, the institute will help its participants understand how to become "change agents through experiential learning," to

appreciate the nature of everyday citizen information needs and how they may be met, to be aware of the changes necessary "if the public library is to fulfill its responsibility of supplying information needs and education goals" and to plan and give guidance in developing "supportive and partnership approaches" with local community, regional, state and national networks.

Participants will be chosen from public libraries in urban and/or metropolitan centers in the five states.

All inquiries on the institute should be directed to Dr. Lieberman, School of Librarianship, University of Washington, Seattle 98195.

#uwl13#

FAC:kc
7/12/74

University of Washington
School of Librarianship
Seattle, Washington 98195

THE INFORMATION NEEDS OF URBAN RESIDENTS: A STRATEGY FOR PUBLIC LIBRARY CHANGE

An Institute

at

Lake Wilderness Continuing Education Center
Maple Valley, Washington 98038

February 9-14, 1975

An Institute for Training in Librarianship conducted under a grant from the U. S. Office of Education, Title II, Part B, Higher Education Act of 1965 P. L. 89-329, as amended, As Further Amended by Sec. III of the Education Amendments of 1972, P. L. 92-318.

STAFF

Irving Lieberman, Director of the Institute, Professor, School of Librarianship, University of Washington, Seattle, Washington.

Brenda Dervin, Assistant Professor, School of Communications, University of Washington, Seattle, Washington.

Ruth H. Hamilton, Library Consultant, Washington State Library, Olympia, Washington.

Peter Hiatt, Director, School of Librarianship, University of Washington, Seattle, Washington.

Jeffrey Katzer, Associate Professor, School of Information Studies, Syracuse University, Syracuse, New York.

Ursula Meyer, Director of Library Services, Public Library - Stockton and San Joaquin County, Stockton, California.

Douglas Zweizig, Assistant Professor, Library and Information Services, University of Toledo, Toledo, Ohio.

GOALS

This Institute is designed to upgrade experienced public librarians and to prepare staff as change agents for the public libraries of tomorrow. The over-all goals are: (1) to establish an awareness that public library change is mandatory; (2) to understand the orientation of public library users and non-users; (3) to encourage participants to utilize on local and regional levels the idea of a multiplier effect to develop and implement techniques, programs, and services similar to those initiated in the Institute by using as instructional aids 18 modular exercises on which expert commentary is provided on audio tape.

OBJECTIVES

In line with the foregoing, some specific objectives of the Institute program are to provide for the participants: (1) understanding in becoming change agents through experiential learning; (2) appreciation of the nature of everyday citizen information needs and how they may be met; (3) awareness of the changes necessary if the public library is to fulfill its responsibility of supplying information needs and educational goals, and (4) ability to plan for and give guidance in developing supportive and partnership approaches with local community, regional, state, and national networks.

CRITERIA FOR SELECTION

Twenty-five participants will be selected from applicants in the states covered by Region X of the Department of Health, Education and Welfare (Alaska, Idaho, Montana, Oregon and Washington).

Eligibility will be based upon (1) ability to benefit from the Institute and specifically to contribute to the subject matter under discussion; (2) possession of a bachelor's degree from an accredited college or university plus a fifth-year degree in librarianship; (3) evidence of dependable character and high potentiality as a librarian as indicated by recommendations from the applicant's supervisor or others in a position to judge; (4) at least three years in an important administrative capacity with extensive staff supervisory and planning responsibilities; and (5) evidence of continuing employment in a supervisory library position.

A committee of faculty of the School of Librarianship and the consultant staff for the Institute will review all applications and submit recommendations to the Director who will make final selection of the participants.

PROGRAM

The central focus of this Institute is on equipping the public librarian to change the library's role so it meets the information needs of a broad public spectrum. The sessions of the Institute are for people who want to

become change agents in the library profession and are intended to help those persons discover a new and far more active role in a rapidly changing social and political environment. Librarians, as knowledge specialists, accepting the responsibilities for satisfying the information needs of our society, have crucial parts to play now and in the future. The sessions will help develop the skills and understanding librarians need if they are to accept this challenge.

Experiential learning provides the basis for these sessions. Techniques including small group work, case studies, games, Socratic dialogue, simulation exercises, and team teaching are employed to help participants experience and understand the puzzles and pitfalls of management, communication, and change. These non-traditional means are used to provide learning in depth and the fun and frustration that go with it.

FACILITIES

The physical facilities for the Institute are those located at the University of Washington Continuing Education Center at Lake Wilderness in Maple Valley, Washington, thirty miles southeast of Seattle.

The Center is an attractive modern structure in a scenic and secluded environment. A distinctive feature of the main lodge is a 33-foot totem pole hand-hewn from a native Washington cedar tree seven and one-half feet in diameter. The Lake Wilderness Center faces the lake, across which there is a spectacular view of Mount Rainier. Although seemingly isolated, the Center is only a short distance from Seattle (45 minutes' driving time) thereby combining the remoteness of a retreat with the convenience of a city location and a nearness to the campus.

Overnight lodging can accommodate forty persons. Rooms have private baths and are furnished with two beds, study tables, dressers, linens, towels, and bedding. Two guests are customarily assigned to one room. The cost for room and board will amount to $122.00 per person.

A fireplace lounge, lobby and mezzanine areas, and a large recreation room are available for group sessions and free-time activities. Facilities for badminton, volleyball, horseshoes, table tennis and shuffleboard are available to Center guests. In addition, a nine-hole golf course, adjacent to the Center, may be used upon payment of a greens' fee.

STIPENDS

Stipends at the rate of $75.00 per week plus $15.00 per week for each dependent are provided for each participant while attending the Institute. Although participants are exempt from all tuition and other regularly required fees, they must provide for their own travel expense and must furnish necessary books and supplies as well as room and board.

UNIVERSITY OF WASHINGTON
School of Librarianship
Seattle, Washington 98195

Institute
The Information Needs of Urban Residents:
A Strategy for Public Library Change
February 9-14, 1975

BIOGRAPHICAL INFORMATION ROSTER

ANDRESEN, TISH

Home Address: 3317 Morris Hill, Boise, Idaho 83704

Business Address: Boise Public Library, 715 S. Capitol, Boise, Idaho 83706

Education:

Seattle University	English	BA	1964
University of Washington	Russian	Minor	1964
Catholic University of America	Library Sc.	MSLS	1968

Experience:
Head of Children's Services, Boise Public Library, 1972-date
Part time Instructor Library Science, Boise State University, 1972-date
Librarian, Elementary, Sacred Heart School, Boise, ID, 1971-72
Librarian, Elementary, Sacred Heart Villa, Seattle, WA, 1969-71
4th Grade Teacher, Suburban School, Alexandria, VA, 1966-67
7th and 8th Grade Language Arts Teacher, St. Luke School, Seattle, WA, 1964-65

BARNES, NANCY E.

Home Address: 1432 Richardson, Lewiston, Idaho 83501

Business Address: Lewiston-Nez Perce County Library System
533 Main Road, Lewiston, Idaho 83501

Education:

Mt. Angel College	English	BA	1964
University of Washington	Librarianship	M.Libr.	1965

Experience:
Asst. Director, Lewiston-Nez Perce County Library System, 1971-date
Head Librarian, Lewiston Public Library, 1968-71
Extension Librarian, Nez Perce County Library, 1967-68
Asst. Reader Services Libn., University of Alaska Library, 1965-67

BURGHARDT, JAMES H.

Home Address: 6185 S.W. Griffin Place, Beaverton, Oregon 97005

Business Address: Library Association of Portland
801 S.W. 10th Avenue, Portland, Oregon 97205

Education:

Williams College	Political Economy	BA	1948
Columbia University	Librarianship	MSLS	1950

Experience:
Librarian, Library Association of Portland, 1972-date
Assistant Librarian, Library Association of Portland, 1964-72

BURNS, MARJORIE B.

Home Address: 1232 143rd Ave. S.E., Bellevue, Washington 98007

Business Address: Mobile Services, Seattle Public Library
425 Harvard Avenue East, Seattle, Washington 98102

Education:				
	College of William and Mary	Sociology-English		1944-46
	Pomona College	Sociology-English; minor in Psychology		1946-48
	University of Minnesota	Librarianship	BSLS	1949

Experience: Head of Mobile Services, Seattle Public Library, 1971-date (1972 the Handicapped/Elderly Library Program was established as part of Mobile Services)
Mobile Services, Seattle Public Library, first as children's librarian, then to adult mobile service, 1968-71
Volunteer work establishing local branch of King County Library and patient library at Maynard Hospital. Volunteer work in local elementary and junior high libraries, 1958-68.

CALL, ARLAN

Home Address: 462 Pierce Street, Twin Falls, Idaho 83301

Business Address: Twin Falls Public Library
434 2nd Street E., Twin Falls, Idaho 83301

Education:				
	Syracuse University	Russian Language		1963-64
	Brigham Young University	Russian Language	BA	1968
	Brigham Young University	Library & Info. Sci.	MLS	1970
	Boise State University	(MBA in progress)		

Experience: Director of Twin Falls Public Library and Magic Valley Regional Library System, 1971-date
Director, Hibbing Public Library, Hibbing, Minnesota, 1970-71
Graduate Teaching Assistant, Russian Language & Reference Dept., Brigham Young University, 1968-70
U.S. Air Force Security Service, 1962-66

COURTNAGE, KAY H.

Home Address: 2905 Seventh Avenue South, Great Falls, Montana 59405

Business Address: Great Falls Public Library
Second Avenue North at Third Street, Great Falls, Montana 59401

Education:				
	North Texas State University	Speech	BS	1944
	North Texas State University	Library Science	MLS	1970

Experience: Reference Librarian, Great Falls Public Library, 1970-date
Head Librarian, Chouteau County Free Library, 1963-69

CREAGER, MARILE T.

Home Address: 1316 Cascade, Tacoma, Washington 98406

Business Address: Tacoma Public Library
1102 Tacoma Avenue South, Tacoma, Washington 98402

Education:

Whitman College		1939-40
Tacoma Community College		1967
University of Puget Sound	BA	1969
University of Washington	MLS	1971

Experience:
Adult Services Coordinator, Tacoma Public Library, 1973-date
Head, Literature, YA & Popular Library Dept., Tacoma Public Library, 1972-73
Librarian, Literature, YA & Popular Library Dept., Tacoma Public Library, 1971-72
Library Assistant, Tacoma Public Library, 1967-71
Clerk, Tacoma Public Library, 1966-67

DERVIN, BRENDA

Home Address: 519 32nd Avenue South, Seattle, Washington 98144

Business Address: School of Communications, University of Washington
Seattle, Washington 98195

Education:

Cornell University	Journalism	BS	1960
Michigan State University	Communications Research	MA	1968
Michigan State University	Communications Research	PhD	1971

Experience:
Assistant Professor of Communications, Associate Director, Communications Research Center, School of Communications, University of Washington, 1972-date
Assistant Professor, School of Library Science, Syracuse University, 1970-72
Research Assistant and Instructor, Department of Communications, Michigan State University, 1965-70

DESONIA, CLINTON D.

Home Address: 401 S. Fee, Helena, Montana 59601

Business Address: Helena Public Library
325 West Park, Helena, Montana 59601

Education:

Concordia College, Moorhead, Minn.	English	BA	1966
University of Washington	Librarianship	MLS	1970

Experience:
Library Director, Helena Public Library, 1972-date
Head Extension Services, Great Falls Public Library, 1970-72

DUNLAP, ALICE

Home Address: 1903 Washington, Caldwell, Idaho 83605

Business Address: Caldwell Public Library
1101 Cleveland, Caldwell, Idaho 83605

Education:

College of Idaho	English	BA	1937
University of Washington	Library Science	BS	1938
	Children's Work		

Experience: Head Librarian, Caldwell Public Library, 1961-date

EMMERT, BETTY

Home Address: Route 1, Box 870, Klamath Falls, Oregon

Business Address: Klamath County Library
126 South Third Street, Klamath Falls, Oregon

Education:

Oregon State University	Agricultural Journalism	BS	1956
University of Oregon	Library Science	MLS	1974

Experience: Assistant Director, Klamath County Library, 1971-date
Reference and Technical Services Librarian, Klamath County Library, 1968-71
Cataloger, Klamath County Library, 1956-67

GAVEN, PATRICIA

Home Address: 110 Cowles, Fairbanks, Alaska 99701

Business Address: Fairbanks North Star Borough Library
901 First Avenue, Fairbanks, Alaska 99701

Education:

Columbia University	BS cum Laude	1963
Columbia University	MLS with Honors	1965

Experience: Director, Fairbanks North Star Borough Library, 1969-date
Director, Pearl River Public Library, 1965-69

HAMILTON, RUTH HEWITT

Home Address: 2905 Hawthorne Place, Olympia, Washington 98501

Business Address: Washington State Library, Olympia, Washington 98501

Education:

University of Washington Library School	BS	1930
Columbia University Library School	MLS	1957

Experience: Consultant, Library Manpower, Washington State Library, 1969-date
Associate Professor, Graduate Library School, University of Rhode Island, 1965-69
Assistant then Associate Professor, Graduate Library School, Pratt Institute, 1956-65

HANSBERRY, VERDA R.

Home Address: 5603 30th Avenue, S.W., Seattle, Washington 98126

Business Address: Seattle Public Library
1000 Fourth Avenue, Seattle, Washington 98104

Education: University of Denver Librarianship, Sociology, Literature BA 1938

Experience: Acting City Librarian, Seattle Public Library
Assistant Librarian, Seattle Public Library
Head, Circulation Services, Seattle Public Library
Mobile Branch Librarian, Seattle Public Library

HARE, JUDITH LI-ANN

Home Address: 1925 Riverview Drive, Pasco, Washington 99301

Business Address: Mid-Columbia Regional Library
405 S. Dayton, Kennewick, Washington 99336

Education:

Whitman College	Art and Philosophy	BA	1962
University of Washington	Librarianship	MLS	1974

Experience: Special Services Librarian, Mid-Columbia Regional Library, 1974-date
Librarian Trainee, Mid-Columbia Regional Library (Children's Dept., Extension Dept., Reference Dept., Special Services), 1969-74
Trader-N.Y. Stock Exchange, Murphey-Favre, Inc., Spokane, 1967-69
Teaching Assistant, English Department, Gonzaga University, 1966-67

HIATT, PETER

Home Address: 19324 - 8th Avenue N.W., Seattle, Washington 98177

Business Address: School of Librarianship, Suzzallo Library
University of Washington, Seattle, Washington 98195

Education:

Colgate University	History	BA	1952
Rutgers University	Librarianship	MLS	1957
Rutgers University	Librarianship	PhD	1963

Experience: Director and Professor, School of Librarianship, University of Washington, 1974-date
Director, Continuing Education Program for Library Personnel, Western Interstate Commission for Higher Education (Boulder, Colorado), 1970-74
Public Library Consultant, Indiana State Library, Assistant and Associate Professor, Graduate Library School, Indiana University, Director, Indiana Library Studies (A Research Project of the Indiana State Library), 1963-70

JONES, CHARLOTTE W.

Home Address: 228 Nolan Brown Place, Cheney, Washington 99004

Business Address: Head, Outreach Department, Spokane Public Library
West 906 Main Avenue, Spokane, Washington 99201

Education:				
	University of Michigan	Physical Science/Journalism	BS	1949
	Sophia University, Tokyo, Japan	Political Science		1950-52
	University of Pittsburgh	Library & Information Sci.	MLS	1967

Experience: Head, Outreach Dept., Spokane Public Library, 1972-date
Serials Libn., East. Wash. St. College, 1968-72
Branch Libn., Spokane Public Library, 1967-68
Branch Libn., Douglas Co. Library, Roseburg, Ore., 1965-66

KATZER, JEFFREY

Home Address: 1208 Meadowbrook Drive, Syracuse, New York 13224

Business Address: School of Information Studies, Syracuse University
113 Euclid Avenue, Syracuse, New York 13210

Education:				
	Penn State	Science/Math	BS	1963
	Penn State	Speech	MA	1966
	Michigan State	Communication	PhD	1970

Experience: Faculty member, Syracuse University, 1968-date

LARSON, EVVA LORRAINE

Home Address: 1919 North Beach, Boise, Idaho

Business Address: Idaho State Library
325 W. State Street, Boise, Idaho

Education:				
	Washington University	English & History	AB	1947
	Washington University	Library Science	BSED	1948
	Louisiana State University	Library Science	MSLS	1953
	Washington Univ., St. Louis	Education courses/ Psychology		1962-64

Experience: Assistant State Librarian, Idaho State Library, 1971-date
High School Librarian & Director of Libraries, Mehlville School District (suburb of St. Louis), 1961-70

LIEBERMAN, IRVING

Home Address: 19009 - 11th N.W., Seattle, Washington 98177

Business Address: School of Librarianship
University of Washington, Seattle, Washington 98195

Education:

New York University	Bus. Admin. & Accounting	BS	1935
Columbia University	Library Science	BSLS	1939
Columbia University	Adult Education	MA	1950
Columbia University	Education Administration	EdD	1955

Experience: Professor, School of Librarianship, University of Washington, 1973-date
Director and Professor, School of Librarianship, University of Washington, 1956-73

MATTISON, MOLLIE

Home Address: 426 Clark Avenue, Billings, Montana 59102

Business Address: Billings Public Library
510 N. Broadway, Billings, Montana 59101

Education:

Pitzer College	Human biology	BA	1969
University of Michigan	Library Science	AMLS	1970

Experience: Reference/Interlibrary Loan, Billings Public Library, 1973-date
Elementary school librarian, Columbis, Georgia, 1971-72
Readers advisor, Fresno County Free Library, 1970-71.

MEYER, URSULA

Home Address: 6518 Embarcadero Drive, Apt. 10, Stockton, California 95207

Business Address: Stockton-San Joaquin Co. Public Library
605 North El Dorado, Stockton, California 95202

Education:

University of California at LA	International Relations	BA	1945
University of Southern Calif.	Library Science	MLS	1953
Univ. of Wisconsin (Madison)	Public Lib. Admin.		1968/69

Experience: Director of Library Services, Stockton-San Joaquin Co. Public Library, 1974-date
Coordinator, Mountain Valley Library System, Sacramento County, 1972-74
Consultant, Division of Library development, New York State Library, 1969-72
County Librarian, Butte County Library, Oroville, 1960-68

PARKS, LETHENE

Home Address: 8532 State Road 302, Gig Harbor, Washington 98335

Business Address: Pierce County Library
2356 Tacoma Avenue South, Tacoma, Washington 98402

Education:

Washington State College	Fine Art		
Eastern Washington State College	Fine Art		
University of Washington	History	BA	1962
University of Washington	Librarianship	MLS	1963

Experience:
Coordinator of Special Services, Pierce County Library, Tacoma Washington, 1972-date
Patients' Librarian, Western State Hospital, Fort Steilacoom, Washington, 1967-72
Assistant Librarian, Olympic College, Bremerton, Washington, 1963-66

RYAN, MARY F.

Home Address: 1601 S.E. 37th Avenue, Portland, Oregon 97214

Business Address: Clackamas County Library
999 Library Court, Oregon City, Oregon 97045

Education:

Marylhurst College	English Literature	BA	1948
University of Washington	English Literature	MA	1956
University of Washington	Library Science	MLS	1966

Experience:
Reference Librarian, Clackamas County Library, 1970-date
School Librarian, Portland School District No. 1, 1970

SALMON, KAY HOLT

Home Address: 3021 NW Grant Place, Corvallis, Oregon 97330

Business Address: Corvallis Public Library
645 NW Monroe Avenue, Corvallis, Oregon 97330

Education:

Brigham Young University	Music Education	BA	1962
Brigham Young University	Library Science	MLS	1970

Experience:
Library Director, Corvallis Public Library, 1970-date
In charge of library service in Benton County
Branch Librarian, Salt Lake County Library System, 1967-69
In charge of Granger Branch
Teaching Assistant at Library School, BYU, and student in MLS program
Granite School District, music teacher in secondary schools, 1963-67

SETTLEMIRE, CLAUDE L.

Home Address: 1795 Summer S.E., Salem, Oregon 97302

Business Address: Salem Public Library
555 Liberty S.E., Salem, Oregon 97301

Education:

Arkansas State University	Music	BS	1947
Peabody Library School	Library Science	BSLS	1949
Peabody Library School	Library Science	MSLS	1951

Experience: Library Director, Salem Public Library, 1971-date
Chief Supervisor, Main Library, St. Louis Public Library, 1968-71

SHAVER, DOROTHY M.

Home Address: 2806 Howe Place, Apt. #3, Anchorage, Alaska 99503

Business Address: Z. J. Loussac Public Library
427 "F" Street, Anchorage, Alaska 99501

Education:

General Beadle State Teachers College, Madison, S.Dak.			1951-52
Augustana College, Sioux Falls, S. Dak.	English	BA	1961
University of Washington	Mathematics		1968-71
University of Denver	Library Science	MA	1962

Experience: Library Director, City of Anchorage, Z. J. Loussac Public Library 1974-date
Library Director, The Dalles-Wasco County Library (Oregon), 1972-73
Library Consultant for Survey, Sioux Falls, S. Dak., 1972
English Teacher, Tokyo English Center, Japan, 1971
Head Librarian, Puyallup Public Library (Washington), 1964-71

SMITH, MARY C.

Home Address: Box 2481, Ketchikan, Alaska 99901

Business Address: Ketchikan Public Library, 629 Dock, Ketchikan, Alaska

Education:

Macalester College	English	BA	1942
University of Minnesota	Library Science	BS	1943
University of Iowa	English Lit.	MA	1945

Experience: Head Librarian, Ketchikan Public Library, 1974-date
Assistant Librarian, Ketchikan Public Library, 1962-74

STEVENSON, LYNNE L.

Home Address: 645 Dearborn Avenue, Helena, Montana 59601

Business Address: Montana State Library
930 East Lyndale, Helena, Montana 59601

Education:

University of California-Davis	Chemistry		1967-68
Sacramento City College	Chemistry		1968-69
Sacramento State College	Biology	BA	1972
University of Oregon	Library Science	MLS	1973

Experience: Assistant Reference Librarian, Montana State Library, 1974-date
Library Assistant, Yolo County Library, Woodland, Calif., 1969-71

STRONG, GARY E.

Home Address: 4956 Elm, Everett, Washington 98203

Business Address: Everett Public Library, 2702 Hoyt, Everett, Washington 98201

Education:

University of Idaho	English, Spanish	BSED	1966
University of Michigan	Library Science	MALS	1967

Experience: Library Director, Everett Public Library, 1973-date
Library Director, Lake Oswego Public Library (Oregon), 1967-73

WILSON, ROBERT

Home Address: 1120 Timberlake Drive, Ashland, Oregon 97520

Business Address: Ashland Public Library
Gresham & Siskiyou, Ashland, Oregon 97520

Education:

Lawrence College	Music		1955-57
Wisconsin State Univ., Whitewater	Education	BAED	1968
University of Wisconsin	Library Science	MLS	1971

Experience: Assistant Librarian, Jackson County Library System, 1973-date
YA, AV, Outreach Libn., Community Coordinator for 8 suburbs of Cleveland, Mayfield Regional Library, 1971-73
Develop & coordinate System outreach programs, Madison Wis. Public Library, 1970-summer
Develop black ghetto community programs, VISTA, Milwaukee Public Library, 1969-70
Sixth grade teacher, Monona, Wis. School System, 1968-70
Rosenthal crystal and china salesman, France & Germany, 1962-65

ZWEIZIG, DOUGLAS

Home Address: 1905 Upton Avenue, Toledo, Ohio 43607

Business Address: Dept. of Library & Information Services
University of Toledo, Toledo, Ohio 43606

Education:

Lafayette College	BA	1960
Harvard University	MA	1961
Rutgers University	MLS	1965
Syracuse University	PhD	1973

Experience:
Assistant Professor, Dept. of Library & Information Services, University of Toledo, 1972-date
Assistant Professor and Assistant to Dean, School of Library Science, Syracuse University, 1968-69
Lecturer, School of Library Science, Syracuse University, 1967-68
English and Speech Graduate Librarian, Ohio State University Libraries, 1965-67
Assistant Librarian and Supervisor of Technical Processes, Middlesex Public Library, Middlesex, N.J., 1964-65

* *

Institute Secretary

Holly Baugher

USOE Observer

Pauline Winnick

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Institute for Training in Librarianship
Information Needs of Urban Residents

Thank you for your inquiry concerning the Institute on the subject of "The Information Needs of Urban Residents: A Strategy for Public Library Change." We are forwarding the following:

(1) Additional information concerning the Institute which should answer most of your questions;

(2) An Application for Admission form (please note that #20 should be answered on a separate sheet);

(3) A Confidential Evaluation form which should be filled out and returned to this office by your superior.

Reminder: In order to involve public librarians throughout the Pacific Northwest we may have to limit the number of participants to five (5) from each state.

Best wishes.

Sincerely yours,

Irving Lieberman
Director

IL:hb

Enclosures

133 Suzzallo Library, BL-20 / Telephone: (206) 543-1794

UNIVERSITY OF WASHINGTON
School of Librarianship
Seattle, Washington 98195

"The Information Needs of Urban Residents:
A Strategy for Public Library Change"

APPLICATION FOR ADMISSION TO A TRAINING PROGRAM IN LIBRARIANSHIP

(Title II-B, Higher Education Act of 1965, P. L. 89-329, as Amended, As Further Amended by Sec. III of the Education Amendments of 1972, P. L. 92-318). TYPE or PRINT in block letters your answers to this form. Submit this completed form, and other forms supplied by the grantee, to the Program Director, Irving Lieberman, at the above address, NOT to the U. S. Office of Education.

1. Your name (first, middle initial, last):

2. Home address (Number, street, city, state, ZIP):

3. Home telephone:
Area Code:_____
No. _____

4. Sex:
Male___ Female___

5. Age:

6. U. S. Citizen:
Yes___ No___

7. Social Security No.

8. Number of dependents (excluding yourself) who are claimable for Federal income tax purposes:_____ (If you file a joint return and are NOT the major earner, you may not claim any dependents.)

EMPLOYMENT DATA

9. Name and address of employer:

10. Title of your position:
Salary $_____

11. Employment telephone:
Area Code:_____
No._____

12. Name, title, and address of your immediate superior:

13. Describe the work of your present position (number of professionals supervised, courses taught, etc.)

14. I will continue in this same position next year. If no, please explain.
Yes___ No___

(over)

15. Employment Record - list your places of employment during the last five years. (List your present or last position first.)

Dates	Name and Address of Employer	Title

16. What colleges and universities have you attended? (Exclude attendance at institutes or programs you list in item 17.)

Name of institution	Dates Attended	Degree	Major	Minor

17. Have you previously attended a Title XI or Title II-B HEA Library Institute or Educational Media Institute Program? Yes____ No____ (If yes, specify each.)

Name of Sponsoring Institution	Dates Attended	Subject Field	Name of Director

18. Describe any other significant academic experiences you have had in the subject field of this institute (such as summer programs, workshops, or seminars):

19. Are you applying for a library or educational media institute in addition to this one? Yes___ No___ (If yes, specify). Institution_____

Subject Field_____

20. On a separate sheet, please write a personal statement which includes two items:
    a. Your hopes as to the objectives and outcome of your involvement in the Institute;
    b. Your particular strength or competence in the specific subject matter of one or more of the topics of the Institute.

21. As an Institute participant, I accept the responsibility for leadership in my home state in order to utilize the multiplier effect involving all types of libraries. (Eighteen modular exercises will be provided including an audio tape with expert commentary on the exercises in order to facilitate such instruction.)

I CERTIFY that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

_____ _____

Date Signature of Applicant

Must be postmarked on or before December 15, 1974

UNIVERSITY OF WASHINGTON
Institute for Advanced Study for Librarians
"The Information Needs of Urban Residents:
A Strategy for Public Library Change"

CONFIDENTIAL EVALUATION FORM

I, , am seeking admission to a U. S. Office of Education Institute for Advanced Study for Librarians. The Institute is concerned with public library change. Applicants must be experienced librarians with staff supervisory responsibilities. The Selection Committee for the Institute has requested that I forward this Confidential Evaluation Form to my supervisor or immediate superior. Please complete the form and return it to School of Librarianship, University of Washington, Seattle, Washington 98195.

1. Name of Evaluator: Title of Position: Address:	2. How long have you known the applicant and in what capacity?

3. What is your opinion of the applicant's ability as a potential change agent?

4. Evaluate applicant's character and temperament.

5. Will the applicant continue in his present employment during 1975-76?
☐ yes ☐ no (If no, please explain.)

6. We would appreciate any other comments you might wish to make. (Continue on reverse of this sheet if additional space is needed.)

Date _____ Signature _____

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Institute for Training in Librarianship
Information Needs of Urban Residents

We are very pleased to inform you that you have been selected to be a PARTICIPANT in the Institute entitled "The Information Needs of Urban Residents: A Strategy for Public Library Change" to be held at the University of Washington Continuing Education Center at Lake Wilderness, Maple Valley, Washington, on February 9-14, 1975. In accepting this opportunity, you are also accepting the responsibility for leadership in your home state in order to achieve the multiplier effect with the Institute content.

If you plan to accept appointment as a Participant, the following items must be received in this office in an envelope postmarked no later than January 9, 1975:

(1) A letter of acceptance.

(2) The enclosed Application for Stipend in completed form.

If we do not hear from you on the deadline, your name will be automatically removed from the list of Participants and a replacement will be made from the waiting list of Alternate candidates.

Participants must provide for their own travel expense and must pay the $122.00 for room and board. Stipends at the rate of $75.00 per week plus $15.00 per week for each dependent are provided for each participant while attending the Institute. It is expected that the program will require the fullest concentration; nevertheless, we hope that you will find time to enjoy the delightful Lake Wilderness environment.

We look forward to having you with us.

Sincerely yours,

Irving Lieberman
Director

IL:hb
Enclosure

133 Suzzallo Library, BL-20 / Telephone: (206) 543-1794

School of Librarianship
University of Washington
Seattle, Washington 98195

An Institute in Librarianship

THE INFORMATION NEEDS OF URBAN RESIDENTS:
A STRATEGY FOR PUBLIC LIBRARY CHANGE

Application for a Stipend

Each individual who attends a library program under the provisions of Title II-B of the Higher Education Act of 1965, P.L. 89-329, as Amended, As Further Amended by Sec. III of the Education Amendments of 1972, P. L. 92-318, may be eligible to receive a stipend at the rate of $75 per week for the period of his attendance at the Institute, and an additional allowance at the rate of $15 per week for each dependent.

Please type or print in ink and return the completed form to Irving Lieberman at the above address.

Name of Applicant (first, middle initial, last):	GRANTEE: University of Washington School of Librarianship TYPE OF PROGRAM: Institute in Librarianship
Permanent or home address (Number, street, city, state, ZIP)	Sex: Female____ Male_____

An applicant may claim as dependents any of the following persons over half of whose support for the calendar year was received from the applicant. (If you file a joint return and are NOT the major earner, you may not claim any dependents.)

1. A spouse,
2. A child, or descendant of such child, or stepchild,
3. A brother or sister,
4. A brother or sister by half blood,
5. A stepbrother or stepsister,
6. A parent, or ancestor of such parent,
7. A stepfather or stepmother,
8. A son or daughter of applicant's brother or sister,
9. A son-in-law, or daughter-in-law, or father-in-law, or mother-in-law, or brother-in-law, or sister-in-law,
10. A brother or sister of applicant's father or mother,
11. A person (other than the applicant's spouse) who, during the entire calendar year, lives in the applicant's home and is a member of the applicant's household (but not if the relationship between the person and the applicant is in violation of local law),

12. A cousin (descendant of a brother or sister of the applicant's father or mother) who, during the calendar year, is receiving institutional care on account of a physical or mental disability and before receiving such care was a member of the same household as the applicant.

A legally adopted child or a child placed in the applicant's home for adoption by an authorized agency is considered to be a child by blood.

A citizen of a foreign country may not be claimed as a dependent, unless he is a resident of the United States, Canada or Mexico, or Panama or the Canal Zone, at some time during the calendar year or is a resident of the Philippines born to, or adopted by, an applicant while he was a member of the Armed Forces, before January 1, 1956, or is an alien child legally adopted by and living with an applicant as a member of his household for the entire calendar year.

In accordance with the foregoing (Check one):

____I claim no dependents ____I claim the following dependents:

Name of Dependent	Age	Relationship	Name of Dependent	Age	Relationship
1.			5.		
2.			6.		
3.			7.		
4.			8.		

I CERTIFY, under penalty of law, that I have claimed dependents in accordance with the instructions on this form, that I contribute more than half of the cost of each such dependent's annual support, and that the information provided by me is true and complete to the best of my knowledge and belief.

_____ _____

Date Signature of Applicant

DEPENDENCY CHANGES:

(A) Any decrease in the number of allowable dependents during the Institute period must be reported promptly to the Director for an appropriate adjustment of your stipend.

(B) If, during the Institute period, your number of allowable dependents increases, you may request an increase in your stipend by submitting evidence of the change to the Director.

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Institute for Training in Librarianship
Information Needs of Urban Residents

April 23, 1975

I have been meaning to write to you for several weeks as a follow-up to the conclusion of our Institute at Lake Wilderness. The only reason for the delay has been that I have not had a firm time schedule to report to you concerning the "Multiplier-Effect" materials.

Now I can report that we have completed the master audiotape and are prepared to make the cassette tapes for your use. The typewritten modules of instruction are still in the process of being completed, typed, and duplicated. It now appears that we should have the materials in your hands during the next 30 to 60 days.

Here's hoping that you have been able to make use of your experience at the Institute during the past several weeks and that the future use of the modules is being planned during the months ahead.

Have a good summer!

Sincerely yours,

Irving Lieberman
Director

IL:cs

133 Suzzallo Library, BL-20 / Telephone: (206) 543-1794

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Institute for Training in Librarianship
Information Needs of Urban Residents

September 26, 1975

At long last here are the "Multiplier-Effect" materials!

In this package you will find:

1. Overall Workshop Instructions
2. 16 Modules of Instruction
3. 4 Cassette Tapes prepared by the Team
4. A transcript of the cassette narration

The team has provided all kinds of suggestions for the use of the modules--from a 6 hour (one day) workshop to 40 hours of instruction covering not only many of the areas included in our February Institute but also many others as recommended by the participants.

When it is convenient please write. Let me know that you have received the package and also any Training ideas you have already prepared or are planning to prepare as a follow-up to our Institute.

I am completing the narrative evaluation report of our February Institute for the USOE. You will receive a copy later this Fall.

Best wishes.

Sincerely yours,

IRVING LIEBERMAN
Director

Enclosures

IL/rdp

133 Suzzallo Library, BL-20 / Telephone: (206) 543-1794